



Knowle C of E Primary Academy

Pupil Premium Allocation 2017 - 2018



1. Summary information					
School	Knowle Church of England Primary Academy				
Academic Year	2017-2018	Total PP budget	£43,240 (anticipated)		
Total number of pupils	481	Number of pupils eligible for PP	32	Date for next internal review of this strategy	26 March 2018 11 June 2018
<i>The Pupil Premium Grant is given to school to support service children, children from low income families and children who are looked after or adopted.</i>					
<i>Please note: due to very small numbers of children on Pupil Premium in each cohort, every effort has been made not to identify any individual children / family on this form.</i>					

2. Barriers to future attainment (for pupils eligible for PP, including high ability)
<p>In-school barriers (issues to be addressed in school, such as poor oral language skills) / External barriers (issues which also require action outside school, such as low attendance rates)</p> <p>Pupils eligible for the Pupil Premium Grant are identified in each year group and tracked on a termly basis. Targeted support is put into place to ensure that their attainment and progress is in line with Non Pupil Premium children.</p> <p>From the tracking and analysis of data that has been completed so far the main barriers that are appearing for the pupils awarded the Pupil Premium Grant are:</p> <ul style="list-style-type: none"> A. Social and emotional difficulties and needs, such as confidence, behaviour and mental wellbeing B. Specific difficulties with communication and language, gross / fine motor skills and Maths
3. Planned Expenditure
<ul style="list-style-type: none"> • Small group targeted intervention and booster groups run by teachers in response to assessments undertaken. A small selection include Language Links, Dough Gym, Phonics, Time to Talk, Smart Moves, BEAM, Social Groups, Touch Typing, SNIP Spelling Programme, Funky Fingers, etc. • A Child and Family Mentor to run specific intervention groups or one-to-one support targeted on issues such as improving confidence and self-esteem, improving levels of attendance, support with homework, supporting parents and improving attitude and engagement in learning. • Provision of specialist support e.g. from the Social, Emotional and Mental Health Service (SEMHS) to support the learning and development of vulnerable pupils with specific emotional needs

- .Additional 1:1 sessions with specialist Advisory Teachers, from the Specialist Inclusion Support Service (CLD TEAM) ~ to give support and advice for key staff
- Teaching Assistants to deliver Nurture Groups through the implementation of JIGSAW 'A mindfulness approach of teaching PSHE.'
- Purchase of specific computing programmes/reading resources to support home learning e.g. Mathletics, Busythings, Nessy etc
- An extra teaching commitment of 1.5 hours daily in Year 6 to support Maths
- Subsidising/contributing towards educational visits and enrichment activities including sporting events

4. How we will spend the pupil premium allocation to address in-school and external barriers and reasons for these approaches

Academic year		2017-2018
Barriers	How we will spend the pupil premium allocation to address in-school and external barriers	Reasons for these approaches
A.	<ul style="list-style-type: none"> ✓ A Child and Family Mentor to run specific intervention groups or 1:1 support targeted on issues such as improving confidence, behaviour, motivation, self-esteem and mental well-being. ~ £3000 ✓ Support for transition in each year group ~ making of Passports, spending time with children talking through transition, extra transition visits to next class and attending additional visits to Secondary schools. ~ £1000 ✓ Provision of specialist support e.g. from the Social, Emotional and Mental Health Service (SEMHS) to support the learning and development of vulnerable pupils with specific emotional needs. To give support and advice to key staff. ~ £475 ✓ Teaching Assistants to deliver Nurture groups through the implementation of JIGSAW 'A mindfulness approach of teaching PSHE.' ~ £750 ✓ Subsidising/contributing towards educational visits and enrichment activities including sporting events~ £1000 	<ul style="list-style-type: none"> ✓ To improve and increase the social and emotional well-being, which in turn will impact on overall achievement, as well as enhance the engagement in learning. ✓ To ensure that all transition periods are smooth and seamless for each pupil. This in turn will lessen anxiety and impact on achievement. ✓ Providing professional development and support for staff will ensure that they are well equipped to better meet the needs of all children. ✓ To ensure that all children are able to access enrichment activities and educational visits.

<p>B</p>	<ul style="list-style-type: none"> ✓ Additional 1:1 sessions with specialist Advisory Teachers, from the Specialist Inclusion Support Service (CLD TEAM) ~ to give support and advice for key staff ~ £2200 ✓ Purchase of specific computing programmes/reading resources to support home learning e.g. Busythings, Nessy ~ Reading, Writing and Spelling, Alpha to Omega ~ £1050 ✓ Small group targeted intervention and booster groups run by teachers and support staff e.g. Language Links, Dough Gym, Funky Fingers, Touch typing, Alpha to Omega, Sounds Write Phonics, SNIP spelling programme and 1:1 Reading (Daily) ~ £17,810 ✓ Purchase of Movers and Creators to support gross motor development ~ £36 ✓ Small group targeted intervention and booster groups run by teachers and support staff e.g. Write Dance, Smart Moves, Movers and Creators and BEAM ~ £2500 ✓ An extra teaching commitment of 1.5 hours daily to support the teaching of Maths in Year 6 ~ £5930 ✓ Extra Teaching Assistant/s support in class to review, consolidate and accelerate learning where appropriate. ~ £7500 ✓ Action Plans in place for all vulnerable children ~ these are implemented, monitored and evaluated each half tem to identify the pupils next steps. ✓ High quality first teaching by all staff which provides timely intervention and support in order to reinforce and accelerate progress 	<ul style="list-style-type: none"> ✓ Providing professional development and support for staff will ensure that they are well equipped to better meet the needs of all children. ✓ To impact positively on and achievement ✓ Ensuring that focussed support is evident and specifically targeted will raise achievement. ✓ To maintain / accelerate progress to ensure that the children meet the expected standard or beyond.
		<p>Total budgeted cost £43,251</p>
<p>5. How we will measure the impact of pupil premium</p>		
<p>A</p>	<p>Children to be more confident in dealing with their anxieties and emotional difficulties. Children will be happier and more settled in school and this will have a positive impact on their ability to learn. Through raised self-esteem and mental well-being the children will be fostering a 'have a go' attitude and an increased resilience which will lead to raised attainment. Positive impact on social skills, attitude to work and behaviour. Parent and pupil views regarding their health and well-being and the impact of the support they have received.</p>	

B	Data will be collated and analysed ~ focussing on both progress and attainment termly Children will be making progress in line with their peers who had the same starting point Teacher's records will be systematic and assessment for learning opportunities will inform and ensure next steps for learning are planned for. Scrutiny of work and pupil progress meetings to take place termly.
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Review of expenditure in Previous Academic Year 2016 - 2017			
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Number of Pupil Premium Pupils in the Academic Year 2016-2017	28	Total amount received in 2016-2017	£35,290
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Record of Pupil Premium spending for Academic year 2016 - 2017			
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Provision for the Pupil Premium Pupils	Impact	Cost
Small group targeted intervention in Phonics, Reading, Writing and Maths delivered by teachers and teaching assistants to consolidate and improve learning (From EYFS to end of Key Stage 2)	See data tables listed below	£27515
1:1 phonics intervention for Year 1 by teaching assistants	Year 1 ~ 6 PP children were able to access 1:1 support in Phonics. 4 out of 6 of these children met the expected standard in Phonics at the end of Year 1	£2550
Set up and ran a Change4Life Healthy Lifestyle Club	Through the participation in this group the children established a habit of regular participation in an activity, as well as a real sense of belonging. They were given opportunities to talk, reflect and change their behaviours relating to key health outcomes, such as healthy eating, physical activity and emotional health and well-being.	£875
A Child and Family Mentor hours which enabled us to run specific intervention groups and / or one-to-one support targeted on issues such as improving confidence and self-esteem, support with homework, supporting parents and improving attitude and engagement in learning.	Children were helped and supported by having a specific adult that was available for them to talk to / work with about any issues, worries and anxieties that were pertinent to them. Through this work it enabled the children to develop a more positive attitude towards life / school, develop their confidence and self-esteem and be happier as a result of this. Therefore, this had a really positive impact on their progress and achievement over the year.	£3000

TA / SISS ASC support with transition ~ making Passports, spending time with children talking through transition, extra transition visits, extra meet and greet with new staff and attending additional visits to Secondary schools.	The transition from year group to year group / key stage to key stage / primary school to secondary school was smooth and seamless. The children settled extremely quickly and this then ensured that there was a positive impact on their learning.	£1000
Provision of specialist support from the Social, Emotional and Mental Health Service (SEMHS) to support the learning and development of vulnerable pupils with specific emotional needs.	Through the provision of this specialist support it helped both children and staff. Staff, with this professional development felt far more confident in facilitating ways in which they could improve the children's social and emotional well-being. This then had a positive impact on the children both emotionally and socially.	£475
Total expenditure		£35415

Data Summary

Key Stage 2

- It is important to note that in a cohort of 60 children only **5% (3 children)** were disadvantaged pupils. Therefore this data is provided for information only as such a small number is statistically not significant.

<i>Reading, Writing and Maths combined</i>	% Achieving Expected Standard		% Achieving a Higher Standard	
	School	National	School	National
Disadvantaged	33	67	33	11
All Pupils	87	61	18	9

- Our disadvantaged pupils achieved broadly in-line with disadvantaged pupils nationally
- A greater percentage of our disadvantaged children achieved the higher standard compared to both disadvantaged pupils nationally and all pupils nationally

<i>Reading</i>	% Achieving Expected Standard		% Achieving a Higher Standard	
	School	National	School	National
Disadvantaged	100	77	33	29
All Pupils	98	71	55	25

- The percentage of our disadvantaged pupils reaching both the expected and higher standards was **higher** than the percentages achieved by disadvantaged pupils nationally
- The percentage of our disadvantaged pupils reaching both the expected and higher standards was **higher** than the percentages achieved by all pupils nationally

<i>Writing</i>	% Achieving Expected Standard		% Achieving a Higher Standard	
	School	National	School	National
Disadvantaged	33	81	33	21
All Pupils	88	76	23	18

- A lower percentage of our disadvantaged pupils made the expected standard compared to disadvantaged pupils nationally
- A greater percentage of our disadvantaged pupils achieved the higher standard compared to both disadvantaged pupils nationally and all pupils nationally.

<i>Maths</i>	% Achieving Expected Standard		% Achieving a Higher Standard	
	School	National	School	National
Disadvantaged	67	80	33	27
All Pupils	93	75	42	23

- A lower percentage of our disadvantaged pupils made the expected standard compared to disadvantaged pupils nationally
- A greater percentage of our disadvantaged pupils achieved the higher standard compared to both disadvantaged pupils nationally and all pupils nationally.

Key Stage 1

- It is important to note that in a cohort of 60 children only **5% (3 children)** were disadvantaged pupils. Therefore this data is provided for information only as such a small number is statistically not significant.

<i>Reading</i>	Reading Attainment	
	At least expected standard in Reading	
	Expected Standard +	
	Sch %	Nat %
Disadvantaged Pupils	67	61
Non Disadvantaged Pupils	93	78
All Pupils	89	76

- The attainment of our disadvantaged pupils was **higher** than the attainment of disadvantaged pupils nationally.

<i>Writing</i>	Writing Attainment	
	At least expected standard in Writing	
	Expected Standard +	
	Sch %	Nat %
Disadvantaged Pupils	0	52
Non Disadvantaged Pupils	81	71
All Pupils	78	68

<i>Maths</i>	Maths Attainment	
	At least expected standard in Maths	
	Expected Standard +	
	Sch %	Nat %
Disadvantaged Pupils	67	60
Non Disadvantaged Pupils	86	78
All Pupils	86	75

- The attainment of our disadvantaged pupils was **higher** than the attainment of disadvantaged pupils nationally.

Phonics ~ Year 1

- It is important to note that in a cohort of 61 children only **10% (6 children)** were disadvantaged pupils.

	Expected Standard	
	Sch %	Nat %
Disadvantaged Pupils	67	84
Non Disadvantaged Pupils	93	84
All Pupils	90	81

Early Years Foundation Stage

- It is important to note that in a cohort of 89 children only **3% (3 children)** were disadvantaged pupils. Therefore this data is provided for information only as such a small number is statistically not significant.
- 100% of the PP got a GLD
- All made the expected progress and predominantly good to outstanding progress in the 12 strands needed for a GLD
- All made the expected progress and predominantly good to outstanding progress in all 17 strands of the Early Years Foundation Stage